**Questions to ask:**

* What are your learning outcomes?
* How does your curriculum produce this outcome?
* Where are the opportunities for students to be introduced to this outcome, practice it, and demonstrate mastery?

**Ways to articulate the scaffolding of outcomes:**

1. Introduce, Develop, Master

2. Introduce, Reinforce, Assess

3. Introductory, Developing, Proficient

**Use the curriculum map template to fill in learning outcomes and program courses:**

* Are there any courses without an indicator in any box?
* How does that course contribute to the curriculum?
* Does a particular learning outcome relate to every course? Is this because the learning outcome is too broad? Is it because of redundancy in the curriculum? Something else?
* Does a particular course relate to every learning outcome? Is it an introductory survey course or capstone? Is not, is the course too broad?
* Are there gaps? Each learning outcome should be introduced, reinforced and mastered at least once across multiple courses.

**Benefits of curriculum alignment for faculty:**

1. Improves shared understanding of how the curriculum fits together.

2. Helps with course sequencing.

3. Reveals strengths, gaps, redundancies in the curriculum.

4. Leads to more effective assessment.

**Benefits of curriculum alignment for students:**

1. Students experience learning as a building process rather than just an accumulation of credits.

2. Students understand the expectations of their faculty.

3. Students learn better when they understand the rationale for assignments.

4. Students can more readily transfer learning from one course to another.

**Best Practices in Curriculum Mapping:**

* The program curriculum map should reflect consensus of the faculty who teach in the program. Multiple instructors of the same course should agree on which outcomes are addressed in that course and what level of achievement is expected.
* Make the completed map to faculty and students.
* Mapping should allow programs to justify each course in their curriculum. All courses, required and elective, across all tracks, should related to one or more student learning outcomes.
* Is the program trying to do too much? Eliminate outcomes that are not highly valued and focus on the highly-valued one, strengthening the curriculum to address those outcomes more thoroughly.
* The curriculum map should be revisited during the assessment cycle, making changes as disciplines evolve.